Part 1: Grantee Information

School Corporation/ Eligible Entity:	Gary Lighthouse Charter School	**Corp #**	9535
Title IV Program Administrator:	Marisa Metzger	**Email**	Marisa.metzger@nwi.lha.net
Title IV Program Administrator Telephone Number:	219-201-5973		
Superintendent Name:	Sarah Gallagher	**Email**	Sarah.gallagher@lha.net
Total Funding Allocation Requested:	$100,000		

LEA Bidder Number: (For information on Bidder Number or to apply, please click HERE)	

Applicants are required to have a W9, Direct Deposit form, and Bidder Number on file with the Indiana Department of Education prior to application review.

Submit applications via email to: titleiv@doe.in.gov

Eligibility:

- All LEAs and public charter schools are eligible to apply for Title IV, Part A funds in FFY 17. After FFY 17, only those LEAs that have not received Title IV, Part A funds in the previous two years will be eligible unless all eligible LEAs who applied are served. For example, if an LEA receives Title IV, Part A funds in FFY 17, the same LEA will be eligible to apply for FFY 20 funds.
- Sections 4105(a)(2), 4105(a)(3), and 4106(b) indicate that a State educational agency shall not award a sub grant if the amount of the sub grant is less than $10,000. In order to apply for an individual Title IV grant application, a LEA must have a minimum allocation of $10,000. LEAs that do not meet the $10,000 threshold may form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated. LEAs applying for funds as a consortium shall submit a single application and designate one LEA to serve as fiscal agent.

Application Type:

Select one of the following options:

☒Individual LEA Application

☐LEA Consortium Application

If participating in a *LEA Consortium*, please indicate the consortium's fiscal agent:

If participating in a *LEA Consortium*, please list the participating members and corresponding corporation numbers:

Important Grant Information

- **Expected number of subgrantees Awarded: 100**
- **Anticipated funding award: Minimum of $10,000, Proposed Maximum of $100,000**
- **Availability of funding and the number of high-quality subgrants will impact the number of awards and their award amounts. The award amounts must be proportional to the LEAs' population and demographics. Once the competition and subgrantees are approved, the IDOE will consult with individual successful subgrantees to amend or finalize their respective budgets.**

Consortium Participant Agreement (NOTE: this section is only required for LEAs entering into a consortium for Title IV, Part A funding.

By signing this form, the LEA agrees to participate in a consortium application for Title IV funds for the 2017-2018 school year and to meet all of the assurances and program requirements as outlined in the Title IV grant application. *Signed and dated copies for **each member of the consortium** should be submitted by the fiscal agent with the final Title IV application.*

School Corporation	Gary Lighthouse Charter School	Corp #	9535
Superintendent Name	Sarah Gallagher		
Signature of Superintendent	*[signature]*	Date	10/16/17
Title IV Administrator Name	Marisa Metzger		
Signature of Title IV Administrator	*[signature]*	Date	

Fiscal Agent School Corp./ Eligible Entity Name	Gary Lighthouse Charter School	Corp #	9535
Fiscal Agent Name	Gary Lighthouse Charter School		
Fiscal Agent Signature		Date	10/16/17

Part 2: Title IV, Part A Grant Information

Title IV, Part A grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Grant Award Information:

Federal Program Title	**Title IV, Part A – Student Support and Academic Enrichment Grants**
Federal Agency	**U.S. Department of Education**
Pass Through Agency	**Indiana Department of Education**
CFDA Number	**84.424A**
Award Name	**Student Support and Academic Enrichment Grants**
Award Number	**S424A170015**

Grant Award Timeline:

Title IV, Part A Application Released	September 1, 2017
Technical Assistance Recording	September 8 ,2017
LEA Applications Due:	**October 16, 2017 by 4:30 p.m.**
Preliminary Award Notification	November 15, 2017
Last Date to Submit Amendments:	September 1, 2019
Last Date to Expend Funds:	September 30, 2019
Last Date for Reimbursement:	October 15, 2019
Final Expenditure Reports Due:	October 30, 2019

Additional Resources:

Title IV, Part A Website: http://www.doe.in.gov/grants/title-iv

Title IV, Part A Learning Connection: Search for "Title IV" and click "Join Community"

Part 3: LEA and School Assurance and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

1. Assurance that the LEA will complete all activities and requirements by the state, including an emphasis on the following through a needs assessment to ensure access to a well-rounded education, improvement of school conditions for student learning to create a healthy and safe school environment, or access to personalized learning through technology: Science, Technology, Engineering, and Mathematics (STEM); or Reading; or Career & Technical Education; or International Baccalaureate (IB), Dual Credit, and Advanced Placement; or Social/Emotional and whole child supports
2. Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
3. An LEA that is awarded a grant shall spend no more than 25% of its funding on technology infrastructure;
4. The Title IV, A funds will be used only to supplement and not supplant state and local funds a school would otherwise receive.
5. Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
6. Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
7. The LEA or consortium will prioritize the distribution of funds to schools served by the LEA or consortium by one of the following: schools that are among the schools with the greatest needs, as determined by such local education agency, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement; are implementing targeted support and improvement plans; are identified as persistently dangerous public elementary school or secondary schools.
8. The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in evidence-based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
9. Comply with section 8501-8504, regarding equitable participation of private school children and teachers.
10. Engage in consultation with stakeholders in the area served by the LEA regarding the focus areas and content of this grant. Stakeholders must include, but are not limited to parents, teachers, principals, students, school leaders, charter school representatives, specialized instructional support personnel, Indian tribes (when applicable), local government representatives, and community-based organizations.
11. The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
12. The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.
13. The LEA certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.
14. A Request for Amendment to Title IV, Part A Grant Application will be submitted under these circumstances: 1) a 10% funding change in a budget category; and/or 2) a change in the scope of activities within a category.
15. The School Corporation/Charter School certifies that it is currently registered in the System of Award Management (SAM https://www.sam.gov) database.
    a) The LEA has expended $750,000 in federal funds between July 01, 2016 and June 30, 2017. Yes ☒   No ☐
    b) If yes, the LEA has received a single audit or program specific audit (2 CFR 200.501). Yes ☒   No ☐

Superintendent Signature: _____   **Date:** 10/16/17 _____

Federal Grant Administrator Signature: _____   **Date:** _____

Treasurer Signature: _____   **Date:** 10/16/17 _____

Part 4: Title IV, Part A Improvement Menu of Interventions

Note: Applicants are encouraged to request funding for activities that integrate, to the greatest extent possible, allowable activities from multiple focus areas based on the comprehensive needs assessment.

Supplement, Not Supplant: As per Sec. 4110, these funds shall be used to supplement, not supplant non-Federal funds that would otherwise be used for activities authorized under this subpart. Applicants are to ensure that planned activities supplement, not supplant non-Federal funds that would be used for similar activities.

Focus Areas and Possible Interventions:

A) Provide All Students with Access to a Well-Rounded Education

Allowable uses of funds include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment.

Improve student engagement and achievement by improving student access to:

- **Science, technology, engineering, mathematics, and/or computer science**
  STEM activities may include, but are not limited to: increasing access for groups of underrepresented students to high-quality courses; supporting participation in nonprofit competitions; providing students hands-on learning and exposure to STEM, including through field-based and service learning; supporting the creation and enhancement of STEM-focused schools; facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time; and integrating other academic subjects such as the arts into STEM curricula.
- **Reading, Language Arts**
- **Learning programs that provide post-secondary level courses accepted for credit at institutions of higher education, and post-secondary level instruction and examinations that are accepted for credit at institutions of higher education. This includes reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees**
  These programs may include, but are not limited to: increasing the availability and enrollment in AP or IB programs, dual or concurrent enrollment programs, and early college high schools.
- **Career and college counseling/guidance**
  This may include, but is not limited to: counseling programs and services, assistance applying for college entrance and financial aid, advising on academic and occupational training, transition programs, and preparing for college aptitude tests.
- **Other courses, activities, and programs, or other experiences that contribute to a well-rounded education.**

Focus Areas and Possible Interventions:
B) Social and Emotional Supports Allowable uses of funds include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment.

Foster safe, healthy, supportive, and drug-free environments that support student achievement by:

- Implementing drug and violence prevention programs.
- Training school personnel in drug, violence, trafficking, and trauma.
- Implementing programs that educate students and school personnel about bullying and harassment prevention.
- Supporting local educational agencies to implement mental health awareness training programs that are evidence-based to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness.
- Supporting local educational agencies to expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs.
- Providing local educational agencies with resources that are evidence-based addressing ways to integrate health and safety practices into school or athletic programs, including physical and nutrition education.
- Implementing programs that support dropout prevention and re-entry.
- Implementing child sexual abuse awareness and prevention programs that are age-appropriate and developmentally appropriate for students or that provide information to parents and guardians of students about sexual abuse awareness and prevention.
- Implementing schoolwide positive behavioral interventions and supports.
- Designating a site resource coordinator at a school or LEA to establish partnerships within the community.
- Providing school-based health services, including chronic disease management.
- Social Emotional Learning including, but not limited to: interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills
- Other courses, programs, or personnel, that contribute to improving school conditions for student learning.

Focus Areas and Possible Interventions:
C) Improve the Use of Technology in order to Improve the Academic achievement and Digital Literacy of All Students **LEAs may not utilize more than 25% of total budget request for technology infrastructure expenditures.* *Technology infrastructure includes purchasing devices, equipment, and software applications in order to address readiness shortfalls.* Allowable uses of funds include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment.

Increase access to personalized, rigorous learning experiences supported by technology by:

- Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning, use technology effectively in the classroom, and support teacher collaboration.
- Identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the LEA, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security
- Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic course and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential.
- Build capacity for principals, other school leaders, and teachers to use data and technology to improve instruction and personalize learning.
- Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.
- Making instructional content widely available through open educational resources
- Implement digital citizenship initiatives that include strategies to address student safety
- Other supports, programs, or activities that provide support and access to using technology to advance student learning.

Comprehensive Needs Assessment (CNA)

An LEA must complete an assessment of local needs to ensure that Title IV, A interventions are targeted to meet the needs for: improvement in access to, and opportunities for, a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. This Comprehensive Needs Assessment (CNA) must ensure that chosen interventions are aligned with local needs, the evidence base and local capacity are considered when selecting a strategy, a robust implementation plan exists with adequate resources, and reflection informs next steps. [Section 4106].

Program Goals & Objectives	Consultation
Briefly describe what will be accomplished through the proposed initiatives through Title IV, A. Through a comprehensive dual credit program we will increase the amount of scholars that will be given college credit as well as the amount of scholars who will graduate with academic and career specific credentials and certifications. Data reports from the Indiana Commission for Higher Education proves that dual credit is an initiative that is increasing the persistent to college and career attainability for low income scholars. Our school services a low income area and providing dual credit opportunities not only exposes our scholars to college but provides them skin in the game to complete degrees that they have already started in high school. By increasing the amount of dual credit that we currently provide creates a pipeline to collegiate attainment in communities where college is not always an option.	*Identify the stakeholders who were consulted in the design of the Title IV, A plan and describe the manner in which it occurred in the space below.* ***NOTE: The text entry below describing the consultation activities is a required component.*** ☐ Teachers ☒ Principals ☒ Other school leaders and professionals ☒ Paraprofessionals ☐ Instructional support personnel ☐ Parents ☐ Community partners ☐ Other: _____ Click here to enter text.
Data Sources & Measures	
*Include **specific** educator and/or student data analyzed to determine needs.* We currently have 714 scholars enrolled in our school and we have continuously increased the amount of dual credits that we provide our scholars. We are limited to the amount of dual credit that we can provide due to funding but it is very evident due to accuplacer testing that we could have cohorts of scholars graduating with credentials and we have the potential to have all of scholars graduate with at least some college credit. We have analyzed accuplacer testing data, PSAT and ACT scores to determine that we could have small cohorts of scholars to pass the accuplacer and actually receive credentials. If given more funding we can increase the number of scholars that. I have created pathway plans that can be followed in order to ensure that student through the program will receive a credential if they begin the program their freshman year.	
Prioritized Needs	
*Describe the needs (**NOT** activities) determined through an analysis of the data; include in the description an explanation of how the LEA will prioritize funds for schools with the highest need.* Based off data and gpa of current scholars it is determined that we can utilize 20 scholars in their freshman year to increase the amount off scholars with an associate's degree. We can also provide small cohorts of other grade levels with the option to receive a one year STEGC if they are able to get 30 credit between our dual credit teachers and taking courses through the Faculty on Loan (FOL) on loan program.	

Part 6: Title IV, Part A Application Activities

DIRECTIONS: You may reference the menu of interventions from Part 4 above; identify how the applicant will address **providing all students with access to a well-rounded education, social and emotional supports, and/or technology integration**. You may add additional spaces for activities, if needed.

Title IV, A Activities

Describe the Title IV, A-funded activities and programming used to support well-rounded education for all students, social and emotional supports, and/ or technology integration [Sec. 4106]: Our current dual credit program is on a smaller but has potential to rise if funding is provided. We currently have 4 dual credit teachers at the school which could potentially award a scholar in junior and senior standing taking the courses the option to receive 26 credits. This is an awesome opportunity but we would like to streamline and be very strategic in how we provide dual credit options with the potential to provide credentials to our scholars upon graduation. In order to do this we will have to start our program with a cohort of younger scholars that will begin in the 9th grade. As a pilot program we would begin with a group of 20 scholars who test and pass the accuplacer test in the 8th grade. They would begin their freshman year taking on college and career course as detailed in the scenarios 1 below. Simultaneous to the dual credit program we will also run two career credential programs. One program will be a CNA certification partnership between Victory Training LLC in which they will provide a course that will train a cohort of senior scholars and provide clinicals on a half day program. At the completion of the program our scholars will take the state certification and be placed into an agency as a CNA.

Describe the rationale tied to the Needs Assessment, Stakeholder Input, and/or Data: Our school continues to have a graduation rate that meets or exceeds 95% in the last few years. We also have 100% college acceptance rate and at least 97% FAFSA completion. When students actually graduate, our matriculation rate is about 62% which means that close to 40% of our graduating classes are not moving on to college. This means we must provide more dual credit options so that scholars can feel vested in their education. In addition to the dual credit program we need to put more of an emphasis on the career options for our scholars. Though we are a college prep institution it is duly noted that there are some scholars that have a better fit taking a job when they graduate or going into a trade school. Therefore the need to provide credentialing programs is a necessity to provide success to a large amount of our scholars. If provided the funding we will be able to create a large amount of scholars who have a planform for success when they graduate.

Describe the program objectives and intended outcomes: The objective of the program is to provide our scholars with credentials for success when they graduate rather it be academic and/or career related. The intended outcome is to expose our scholars to various opportunities so that they can have an understanding of what they want to major in college or the career field in which they want to work when they graduate.

Describe how and with what frequency your program will be evaluated for effectiveness and the individual(s) responsible for evaluation: In terms of the dual credit program the dual credit teachers in the school will be evaluated each semester on the effectiveness of the classroom content by the Regional Direct of College and Career Advising (RDCCA). The RDCCA will perform routine evaluations at least once a quarter. The dual credit partner Ivy Tech community college has a yearly evaluation of syllabus and course content in addition to them doing a semester evaluation of the classes and the content. The career certifications will be

evaluated by the RDCCA in the middle of the semester and course checks and grade evaluations will be done every quarter as well. At the end of they year the career program will be evaluated based on the certification program pass rate and the placement rate of the scholars after they have received certifications.

If applicable, describe any partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity: We will continue our partnership with Ivy Tech community college and IUN to increase the dual credit program that we already provide. We are currently working to build our partnership with Victory Training LLC and in the future we plan to work with Arcelor Mittal and Industrial Steele to build a pipeline program to careers

Applicant Initiative:	Focus Area(s):	School(s):	Budgeted Item(s):	Amount:
1. Dual Credit Program	A☒ B☐ C☐	1. Gary Lighthouse Charter School	1. Dual Credit Courses for students in grades 9-12	1. 100,000
2.	A☐ B☐ C☐	2.	2.	2.
3.	A☐ B☐ C☐	3.	3.	3.
4.	A☐ B☐ C☐	4.	4.	4.
5.	A☐ B☐ C☐	5.	5.	5.
6.	A☐ B☐ C☐	6.	6.	6.

Please note that the totals for Focus Areas A, B, and C may exceed the total allocation request as an activity may fit in multiple focus areas.

Total Budgeted Amount for Focus Area A:
$100,000

Total Budgeted Amount for Focus Area B:

Total Budgeted Amount for Focus Area C:

Percent of Total Allocation to be spent on Technology Infrastructure (includes purchasing devices, equipment, and software applications in order to address readiness shortfalls). *Not to exceed 25% of total allocation.* 0%
Total Budgeted Amount: $100,000

Part 7: Title IV, Part A Sustainability Plan

Sustainability Plan:
Describe the sustainability plan detailing how proposed Title IV, Part A grant activities and programming will be sustained in the absence of Title IV, Part A funds. This description should include: • **efforts to increase local capacity** • **specific future funding sources, if applicable (i.e. general funds, Title I, community partnerships)** • **intended program objectives and outcomes in future years and;** • **how these outcomes will be evaluated for effectiveness.**
The sustainability model of the dual credit program can be supported through the IUN is providing partnership stipends to teachers who are willing to teach courses in specific content areas. If they teach courses they will be offered 6 credit per year in order to help our teachers receive 18 hours in their content area. This will increase the amount of dual credit courses that we can offer in the future. If we have more teachers credentialed it would not be as expensive to provide 30 credit certificates and associated degrees because we would be able to offer courses taught by our teachers in our school

Part 8: Title IV, Part A Non-Public Equitable Share

Nonpublic School List and Budget

On the following page, please list all nonpublic schools in your district and whether each will be participating in Title IV, Part A equitable participation funding for the 2017-2018 school year. If any changes in nonpublic school participation take place within the FFY 2017-19 period of availability, a "Request for Amendment to Title IV, Part A Grant Application" must be submitted for IDOE approval.

To calculate the equitable share for each of your Non-Public Schools:

Step 1: Add your LEA enrollment to the total enrollment for all participating Private Schools

Step 2: Take the LEA Title IV, A total allocation minus administration costs.

Step 3: Divide the Title IV, A allocation by the number of total students to determine a per pupil student amount.

Step 4: Multiply the per pupil amount by the number of students in the participating private school.

Note: If applying as part of a consortium, each LEA in the consortium must consult with each nonpublic school in their respective geographic locations prior to applying for Title IV funds.

Nonpublic School List and Budget

Nonpublic School Number	Nonpublic School Name	Nonpublic School Enrollment (Use same date as LEA enrollment to determine this count)	Participating? (Yes/No)	Equitable Participation Amount (Use Step E below)
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$
			Yes ☐ No ☐	$

A. Total Nonpublic School Enrollment	B. Total LEA Enrollment
C. Total Enrollment (A + B)	D. Total Allocation Minus Administrative Costs
E. Per Pupil Allocation (PPA) (Step D divided by Step C)	

Nonpublic Information Page

(To be completed by the official representative from each nonpublic school, following timely and meaningful consultation)

Non-Public School Name _____   **Non-Public School Number** _____

Mailing Address _____

Contact Person (and Title) _____   **Contact Phone Number** _____

Contact Email Address _____

Please indicate how timely and meaningful conversation occurred between the LEA and nonpublic officials.   **Outcome:**

☐ Email communication	☐ Will not participate
☐ Telephone conversation	☐ Will participate in Title IV, A programming activities
☐ Face-to-face meeting	
☐ Other _____	

_____
Signature of Nonpublic School Official   **Date**

_____
Printed Name of Nonpublic School Official

Non-Public Information Page (continued)

(To be completed by the official representative from each nonpublic school, following timely and meaningful consultation)

Describe proposed activities.	**Focus Area A:** Click here to enter text. **Focus Area B:** Click here to enter text. **Focus Area C:** Click here to enter text. *Add additional activities as needed.*	**Focus Area A:** $ **Focus Area B:** $ **Focus Area C:** $
Describe the Title IV, A-funded activities and programming used to support well-rounded education for all students, social and emotional supports, and/ or technology integration [Sec. 4106]:		
Describe the rationale tied to the Needs Assessment, Stakeholder Input, and/or Data:		
Describe the program objectives and intended outcomes:		
If applicable, describe any partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity:		

_____
Signature of Nonpublic School Official   **Date**

_____
Printed Name of Nonpublic School Official

Instructions: **Please be sure to complete both the Budget Overview and the Title IV, Part A Budget (linked below). Both sections will be needed prior to application review.**

Budget Overview:

Budget Request
School Year 2017-2018

Title IV, Part A Categories	Total Amount Requested
Title IV, A Activities:	**$100,000**
Nonpublic Equitable Share:	$
Administration *(Optional; maximum 2% of total original allocation)*	$
Indirect Cost *(Optional)*	$
TOTAL FUNDING REQUEST:	**$100,000**

Title IV, Part A Detailed Budget:

Please complete the Title IV, Part A budget as an excel spreadsheet linked below and submit with your application. All expenses listed in the table above should be included in the budget and described in the narrative below the budget.

Title IV, Part A Budget Spreadsheet